

C-2.9 Use the equation $E = mc^2$ to determine the amount of energy released during nuclear reactions.

This concept was not addressed in physical science

Revised Taxonomy Level 3.2 C_A Apply (use) procedural knowledge

Students did not cover this concept in physical science

It is essential for students to

- ❖ Calculate nuclear binding energies
 - Calculate the change in potential energy that would occur if the nucleus were formed from its constituent protons and neutrons (for example $^{16}_8\text{O}$)
 - $8\text{}^1_0\text{n} + 8\text{}^1_1\text{H} \rightarrow \text{}^{16}_8\text{O}$
 - Obtain the energy change by comparing the sum of the mass of eight protons and eight neutrons with that of the oxygen nucleus
 - ◆ The mass of the oxygen nucleus, protons and neutrons will need to be supplied to 5 decimal places
 - ◆ $8(1.67493 \times 10^{-24}\text{g}) + 8(1.67262 \times 10^{-24}\text{g}) = 2.67804 \times 10^{-23}\text{g}$
 $8(\text{mass of } \text{}^1_0\text{n}) + 8(\text{mass of } \text{}^1_1\text{H}) = \text{total mass of protons \& neutrons}$
 - ◆ Mass of $^{16}_8\text{O}$ nucleus = $2.65535 \times 10^{-23}\text{g}$
 - ◆ $2.65535 \times 10^{-23}\text{g} - 2.67804 \times 10^{-23}\text{g} = -2.269 \times 10^{-25}\text{g}$
 - The negative sign means the process is exothermic
 - ◆ The difference in energy is called the mass defect
- ❖ The mass defect is the amount of mass which is converted to energy in a nuclear reaction using the equation: $E = mc^2$, where
 - ◆ E = energy (in joules per atom)
 - ◆ m = mass defect (in kg)
 - ◆ c = the speed of light ($3.00 \times 10^8\text{m/s}$)

Assessment

The revised taxonomy verb for this indicator is implement (use), the major focus of assessment will be for students to show that they can “apply a procedure to an unfamiliar task”. The knowledge dimension of the indicator, procedural knowledge means “knowledge of subject-specific techniques and methods” In this case the procedure for producing an electric field drawing. A key part of the assessment will be for students to show that they can apply the knowledge to a new situation, not just repeat problems which are familiar. This requires that students have a conceptual understanding of electric charge and electric fields.